

How to TeleGrow Training Modules: The Trainers' Notes



A booklet for making
digital learning an
inclusive and engaging
experience!



Erasmus+

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1. Introduction to the Booklet: Background, Target Groups & Expected Impact

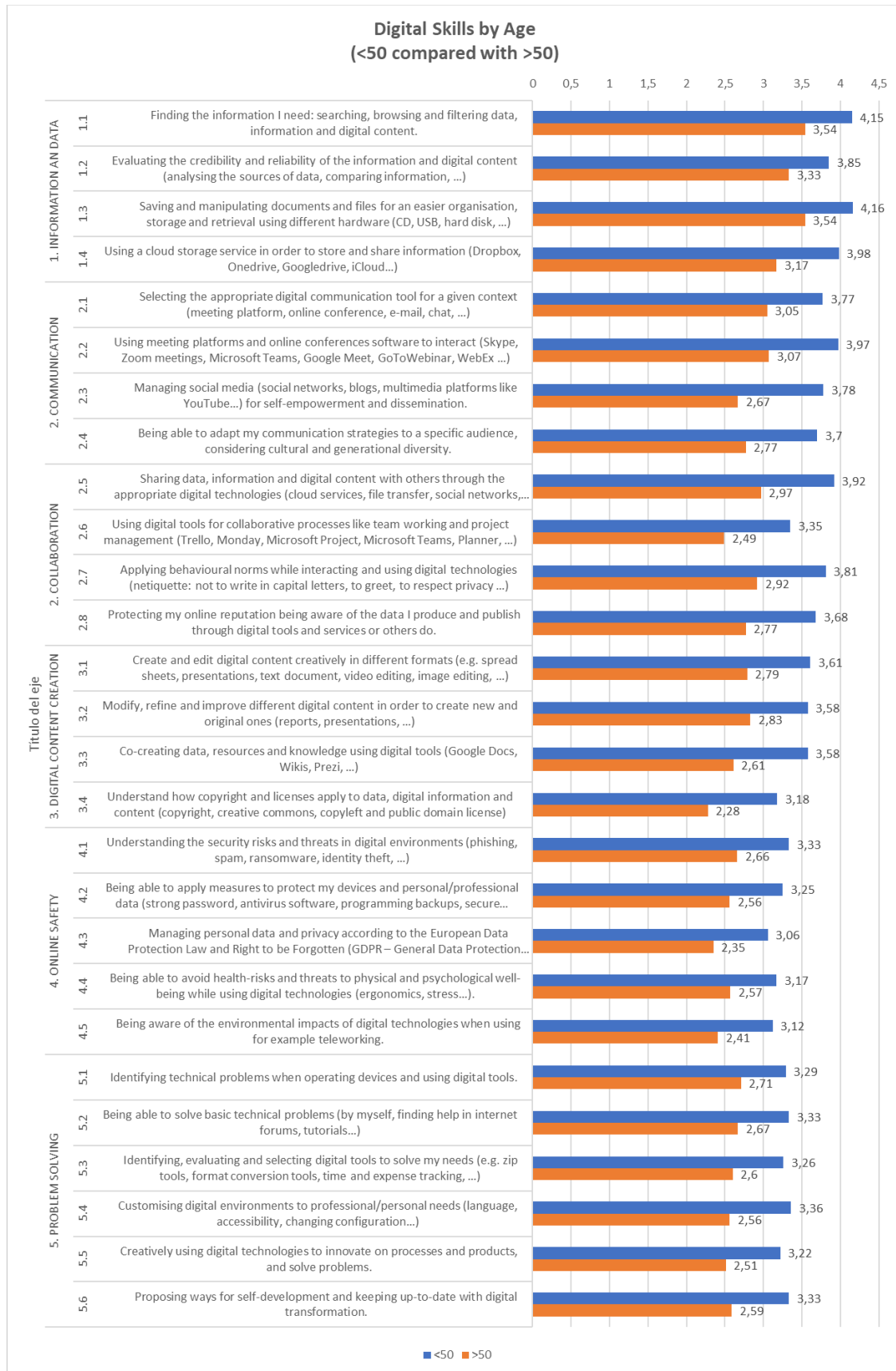
Due to Covid-19, online–distance learning has become the new normality in the VET education field. However, ready-made VET education materials and tools available for VET trainers regarding digital education and safety are very limited and there is an urgent need by the VET community and the EU institutions, such as CEDEFOP, to produce these materials. VET trainers are also lacking the digital skills and knowledge on the responsible use of digital technologies and the online safety of VET learners (Digital Gap during Covid19, CEDEFOP, 2020).

As the research phase of the TeleGrow project indicated (see [PDF](#) and [Interactive Report](#) published on the [project's webpage](#)), VET Learners over 50 years of age have lower digital skills than younger people. The TeleGrow Training Modules are specifically addressed to this target group to overcome the digital divide, although they can be also used by younger people to improve their skills.

The core of TeleGrow's research was developed through questionnaires. The digital skills in which VET learners and employees over 50 years old should be trained and the learning strategies that VET trainers should use to teach them efficiently were analyzed. The TeleGrow Training Modules and this Trainers' Notes document have been developed based on the main findings of the research phase.

The Training Modules are based on the European Digital Competence Framework for Citizens (DigComp) published by Carrero et al. (2017). The DigComp 2.1. Model offers a tool to improve citizens' digital competence. DigComp was initially published in 2013 and has become a reference point for many digital competence initiatives at both European and EU member-state levels.

Digital Skills analysis developed at TeleGrow's research was based on DigComp. The following graphic shows the digital skills gap for those over 50 years of age.



The TeleGrow Training Modules will help bridge this existing gap with the aim to enhance the digital skills of 50+-aged people in order for them to keep up with the teleworking transformation era. In fact, the developed training modules will equip VET trainers with the necessary tools and knowledge to help middle-aged employees face the challenges arising from the sudden recent shift to online and remote work, helping them to develop digital skills and, thus, promoting their learning and employability opportunities and changes in contemporary overcompetitive work life.

The Trainers' Notes is an independent document while acting as a complementary one to the TeleGrow Training Modules, but essentially helpful for the output to achieve its objectives.

Target Groups:

Main: VET trainers, VET institutes, and other relevant providers

Secondary: VET learners especially those over the age of 50s.

2. Aim of the Booklet

The purpose of this booklet is to provide VET trainers and providers with helpful resources and guidelines to get the most out of the TeleGrow Training Modules for VET Learners. It includes valuable information on:

- Educational adequacy that learners will acquire after attending the courses.
- Engagement techniques to be followed by the VET trainers to bring closer the middle-aged learners and include them into their educational processes.
- How to create a training environment, inclusive and accessible to older people.
- Useful practical activities, additional learning resources, and tools to support the delivery of the courses and encourage the learners through self-regulated activities and tasks to be performed. Part of the activities was put under testing during the Learning, Teaching, and Training Activity (LTTA) to be held in Larissa, Greece in September 2022.

3. Core part

Chapter 1 – Expected Adequacy of the Learners/Learning Outcomes

After the completion of the training provided by the **How to TeleGrow Training Modules**, the learners will manage to acquire knowledge and skills that will be proved very useful in employment conditions that involve teleworking.

In general, the learners are expected to be aware of the benefits for them that can be derived from teleworking in their everyday work routine, to be informed about perspectives and challenges that are resulted from the use of digital technologies environmentally-wise, to understand the notions included in the concept of information and data literacy, and finally, they will be able not only to know how a work-from-home environment can help them be productive and efficient but also how to set up one to cover their telework needs.

The training modules are structured under a common modular training package and cover a wide variety of thematics from digital communication and collaboration and digital skills to digital privacy and safety.

The TeleGrow Training Modules cover all the areas of DigComp emphasizing and delving into those which we have identified that are key skills for teleworking.

DigComp – Digital Competence Framework for Citizens Areas	TeleGrow Training Modules
1. Information and data literacy	1. Welcome to Digital Transformation 2. IT Basics
2. Communication and collaboration	3. Digital Communication & Collaboration 5. Digital Project Management tools
3. Digital content creation	4. Social Media Management
4. Safety	6. Online Safety Basics
5. Problem-solving	<i>Included in the TeleGrow Guide: How to Stay gOLD</i>

TeleGrow Digital Skills Training Modules' Learning Outcomes



The first module is an introduction to the TeleGrow Training Modules, titled **Welcome to Digital Transformation**, which highlights the benefits of implementing teleworking in the workday routine. It also provides the learners with useful insight into green perspectives and challenges that come with the use of digital technologies. The learners will learn how to create a work-from-home environment to improve their productivity and work efficacy. Moreover, they will acquire a basic knowledge of what information and data literacy are and which are the main relevant concepts and notions.

Regarding **Information Technology Basics**, the learners will be able to familiarize themselves with strategies for information seeking following their needs, with the concepts of the 4th industrial revolution, various technologies, hardware, and software, and with the networking terminology, mobile technology, and cloud computing, thus being able to save files and organize their digital space either in hardware (USBs, hard drivers, etc.) or in the cloud (e.g., Google Drive, Dropbox, etc.). Moreover, they are expected to know how to perform installations of devices,

programs, and applications on any of their electronic devices and how to connect to the internet. Finally, the learners will become capable of assessing information and digital content in terms of reliability.

In terms of **Digital Communication & Collaboration**, the learners will be able to manage meeting platforms and conferencing tools, work collaboratively with documents; namely, create, share, co-edit, search, and e-sign documents, and also use e-mails efficiently. Additionally, they will learn about netiquette or how to apply behavioral norms while interacting and using digital technologies.

Regarding **Social Media Management**, the learners will be able to recognize the different social media tools and their possibilities and develop a social media strategy by choosing the appropriate tool depending on the target group. Furthermore, they will learn about communication tools useful for dissemination and managing digital marketing. Basic copyright rules and how to apply them are also among the learning elements included in this module.

After the completion of the **Digital Project Management tools** module, the learners will be able to deal with the main concepts of project management in a digital context, choose the most appropriate tool to manage project tasks according to their needs, and handle basic concepts of LEAN management. Moreover, they are expected to be able to use collaborative tools, organize online work with teams collaboratively, being able to plan, share, develop and report the work done with the help of digital tools.

In terms of cybersecurity, after the **Online Safety Basics** training module, the learners are expected to know more about the concepts of spam, phishing, hacking, and ransomware and about how they work, thus being able to recognize them when occurring and, consequently, protect themselves by taking the appropriate safety measures. Furthermore, learners will be informed about the General Data Protection Regulation (GDPR) and the protection of personal information, and, finally, they will be capable of setting up a cyber-safe work-from-home environment.

TeleGrow Digital Skills Training Modules' Structure

The training course is organized in a structured modular journey. This ensures it is as flexible as possible to be used by VET providers across the EU.

Each module will consist of the following separate sections, including worksheets, case studies, and practical activities that VET trainers and providers can use to enhance the skills of VET learners.

- Introduction to the topic
- Learning objectives
- Learning content including practical activities.
- References

TeleGrow Digital Skills Training Modules' Content

MODULE		CONTENTS
1	Introduction: Welcome to Digital Transformation	<ol style="list-style-type: none"> 1. Teleworking: Open-up new opportunities for learners and trainers 2. Green perspectives of using Digital Technologies 3. Introduction to Information and data literacy 4. Creating an efficient work-from-home environment 5. Practical activity/ Worksheet & Useful Tools
2	IT Basics	<ol style="list-style-type: none"> 1. Information literacy 2. Hardware / Software 3. Networking terminology 4. Data storage 5. The 4th Industrial Revolution 6. Practical Activity/Worksheet & Useful Tools
3	Digital Communication & Collaboration	<ol style="list-style-type: none"> 1. Meeting Platforms 2. Online Conferences 3. Digital presentations 4. How to set and use emails 5. Applying behavioral norms while interacting and using digital technologies 6. Practical activity/ Worksheet & Useful Tools



MODULE		CONTENTS
4	Social Media Management	<ol style="list-style-type: none"> 1. Apps and networks for dissemination 2. Create impact through digital tools – How to use social media for creating impact 3. Tools to power your work and manage your marketing 4. Copyright and licenses applied to data, digital information, and content 5. Practical activity/ Worksheet & Useful Tools
5	Digital Project Management tools	<ol style="list-style-type: none"> 1. Project Management platforms - Automatization of “daily” routine tasks 2. Internal Mentoring and supervision 3. Multitasks managerial platforms 4. Applications dedicated to specific tasks 5. Practical activity/ Worksheet & Useful Tools
6	Online Safety Basics	<ol style="list-style-type: none"> 1. Spam and Phishing 2. Hacking, Ransomware, Identity theft 3. Secure Internet Connection 4. GDPR and Personal information Safety 5. Practical activity

Chapter 2 – Engagement Techniques & Methods

The Covid-19 pandemic outbreak has forced employees over 50+ to be digitally upskilled to cope with the demands of the emergence of teleworking. However, there is still a digital gap issue for those people that needs to be addressed (Hecker et al., 2021). Therefore, VET providers (trainers, institutes, etc.) should be able to facilitate them in their attempts to close the digital skills gap they face and to be as much efficient as they can when teleworking.

The characteristics of adults as learners are different and need a specific didactic strategy. TeleGrow's research has shown the strategies that VET trainers consider most efficient to train the digital skills of students over 50 years of age. VET providers think that the best way to teach digital skills to those over 50 is to motivate them by giving meaning to this knowledge in their work environment, while constant advice and guidance are provided during the learning process, as well as monitoring the progress of students and giving them feedback.

The following table shows the results of the VET Trainers' questionnaire from each country partner and the mean of all answers collected. The interactive version can be consulted on the project website: [Questionnaires - TeleGrow \(erasmus.site\)](https://erasmus.site/questionnaires-telegrow)

Indicate your level of agreement with the following statements about how could we provide a more efficient digital training to learners over 50?	France	Greece	Italy	Poland	Spain	Total
Making the learning relevant for their job and employability	4,39	4,7	4,1	4	4,41	4,34
Providing a flexible schedule	4,24	4,17	4,1	4,03	4,38	4,24
Promoting active participation and social interaction (e.g. small group discussions, role playing, experiments, ...)	4,3	4,53	4,2	4,03	4,05	4,17
Integrating their life experiences and knowledge in the learning activities	4,27	4,7	4,2	3,97	4,31	4,29
Providing assistance and guidance in resolving problems and difficulties	4,36	4,57	4,15	4,23	4,48	4,38
Using a variety of teaching and learning methods, including hands-on learning (e.g. case studies, simulation, games, problem solving, ...)	4,36	4,73	4,17	4,03	4,34	4,32
Providing self-assessment tools	4,09	4,07	4,17	4	3,98	4,04
Providing a supportive learning environment with multiple resources and opportunities to ask questions and correct mistakes	4,39	4,53	4,15	4,13	4,31	4,3
Monitoring learners' progress and providing effective feedback	4,48	4,3	4,1	4,27	4,48	4,36

TeleGrow Report 2021: Table 5.2.1. Strategies to provide efficient digital training by VET Providers country

The following are some engagement techniques and methods that VET providers can utilize while training employees over 50+ years old in improving their digital skills.

→ **Flexibility in the educational process**

Older people need flexibility in their efforts to fulfill their characteristics, preferences, motivations, and goals as learners. So, a trainer should observe their learning traits (e.g., knowledge, values, motivation, cognitive ability, skills, and curiosity) to set up a



respective appropriate environment that will be in line with their needs (Alex et al., 2007). In addition, these learners should be able to connect

their learning activities with their daily life needs (LeNoue et al., 2011). Therefore, older learners need to receive the learning content with flexibility.

Trainers can help older learners to be engaged in a flexible educational process by following the model introduced by Cornelius et al. (2011), in which there will be learning activities such as **research articles** with relevant **questions, quizzes** at the end of which there will be a **comparison and discussion of their results, case studies discussion** and strategy development regarding them, **provision of a definition for a key term** by working collaboratively, and also **finding and sharing of sources** regarding a specific topic are provided to them. These kinds of activities can be conducted either **individually or collaboratively**, in groups, or as a whole group guided by an instructor. Moreover, these activities can be self-directed, in which the learners can be engaged autonomously based on their knowledge and interests, as there are no specific guidelines for their completion (Cornelius et al., 2011).

Trainers can facilitate older learners in their learning path by encouraging self-assessment during **frequent breaks** from the activities, **self-reflection** on the acquired

knowledge and skills, **revision of their approach** if needed, and collaborations in the selection of professional issues or challenges that need to be dealt with. Then, trainers should give assignments to learners that provide opportunities for further collaborative investigations and development of their narrative structure to the resources. This model can be utilized in both flipped classroom and online environments (Cornelius et al., 2011).

→ **No tech jargons**



Jargon is a term that describes words and phrases which will be meaningless if used out of context. It is usually understood by those with a respective background and simplifies their communication. So, it is not for everyone, as there is a need for using **more comprehensible words** in the respective context (Brooks, 2020). Regarding technology, which is pervasive in the everyday life

of all people, jargon is abundant. However, this tech-specific terminology may pose an additional barrier for older people when going online or using apps. Therefore, a trainer of those people needs to find out their knowledge of technology on how to use comprehensive terminology and concepts (Focus Care, 2020).

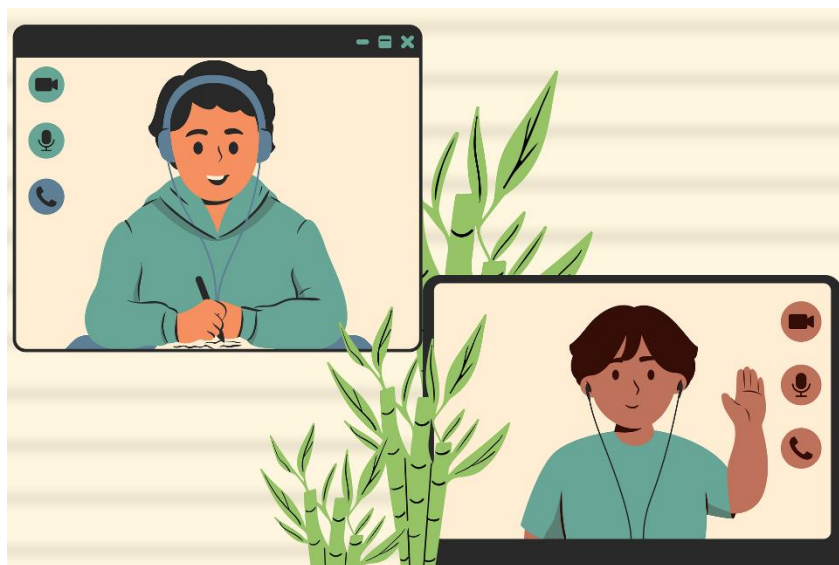
A simple technique that a trainer can use to avoid tech jargon when dealing with older learners can be presented under the following suggestions:

- Identify the audience and use mutually understandable language that is in line with their level of knowledge.
- Avoid the use of sophisticated language in the tech context, as plain language and simple terminology use is a more direct way to address older learners and help them pay more attention and follow the learning process.

- Make shorter sentences, as they are easily comprehensible and memorable for older learners.
- Avoid using acronyms or any kind of buzzwords.
- Make edits to written guidelines or instructions to be more precise and understandable for older learners.

→ **Pace learning and repeat**

Trainers should be aware of the need that older learners have regarding learning at their own pace, as, usually, the employed ones do not have the time needed for it. However, having the option to make their own decision about the time dedicated to learning and the pace of it is crucial for any respective training program. A relevant and useful strategy that trainers should encourage learners to adopt is **self-directed learning**, which helps the latter to increase knowledge retention while dealing with learning objectives that **pose a challenge for them**. Besides, a self-directed learner can browse among different topics and avoid the already known ones without obstructing or dictating the learning process of others.



eLearning should also be encouraged by the trainers as an option for older learners to apply their own pace to their learning process. As online learning content can be

accessed easily through electronic devices, eLearning will allow these learners to manage their time spent on learning when suits the best for them. Furthermore, trainers should suggest to older learners to divide their training content into smaller sections, thus becoming more comprehensible and able to be completed at their convenience as a matter of hours, not whole days, or weeks (Avelino, 2022).

Regarding **repetition** as an engagement method, it can be easily implemented through **practice exercises** that can be applied in the digital context. Similar to a traditional learning context, repetition makes the older learners able to fully comprehend the newly acquired knowledge and remember it optimally. For a successful repetition strategy, the trainers should prepare certain **step-by-step activities** or content that can be easily done repeatedly, while reminding the learners of the significant points and elements throughout this learning process (Pappas, 2021).

→ **Positive reinforcement**

While older people are in the process of developing digital skills, the absence of confidence is a major challenge for them regarding utilizing the available hardware and software options and making good use of them. Moreover, an additional challenge in workplaces may be ageism and the consequent discrimination (Quan-Haase et al., 2018). Therefore, their trainers should implement a **confidence-building strategy** that will be used as positive reinforcement for them to overcome the lack of confidence.

A useful confidence-building technique that will help older learners acquire digital confidence is the **Transforming Negative Self-Talk**. In more detail, the trainer should provide this group of people with sheets of paper and ask them to divide these sheets into three columns. Then, the trainers should encourage them to fill them out as follows: the middle column should include statements of negative self-talk regarding the use of digital technologies, while the left column should include what had triggered this negative self-talk. Consequently, every action that led to the lack of

confidence should be performed. Finally, the right column should be filled out with positive phrases that will replace the initial negative ones (Cullins, 2021).

→ **Customized learning paths according to their professional needs**



The concept of customized learning paths is associated with the roadmaps that learners develop to achieve their learning objectives. Usually assisted by a trainer, the development of these paths is in line with the learners' standards and helps them progress along with their careers and life. The customized learning paths are co-created by trainers and learners and assist the

latter with developing key skills, such as the digital ones. This process can be divided into the following four steps:

Step 1 – The development of **personal learning goals**, for which trainer and learners collaborate to set short, intermediate, and long-term goals, while the expected results should be associated with the intermediate and long-term ones, thus providing a specific learning path for the learners.

Step 2 – The selection of both **activities and resources** that assist the learning process, which should also be a result of the trainer-learner collaboration, aiming to help the latter achieve his/her individual learning goals.

Step 3 – The identification of **markers** that indicate the **progress** made by the learners regarding the achievement of their learning goals. These markers will be a formative assessment tool that utilizes the respective data and assists the learner with focusing on the whole learning process, instead of ongoing activities and tasks. Furthermore, progress markers allow both trainers and learners to alter the learning path if needed.

Step 4 – The definition of the way learning will be demonstrated, as at early stages the learners rely on trainers regarding assessment, while as they progress through the

learning path, they are more committed to meeting their learning goals and likely to identify demonstrations and representations of learning (Digital Promise, n.d.).

The following is an indicative framework of the trainers-learners co-creation of a **customized learning path** for the latter that Digital Promise (n.d.) proposes:

Where am I now...

- Proficiency-Based Progress: (How might learners self-reflect on their learning outcome?)

What I'm going to learn...

- Personalized Learning Goal: (How could learners set a goal for the learning outcome?)

How I'm going to learn it...

- Customized Learning Path: (What learning opportunities or choices could the learners choose from?)

How I'm going to show what I've learned...

- Proficiency-Based Progress (How can learners have choices in how and when they show proficiency?) (Digital Promise, n.d.).

Chapter 3 – Accessibility & Inclusivity in the Learning Processes

TeleGrow aims to create a tele-training and teleworking environment, inclusive and accessible to all, which will maximize the efficiency of the users while safeguarding public health.

Inclusive teaching refers to pedagogy that attempts to serve the needs of all learners, regardless of background or identity, and support their engagement with subject material (Inclusive Teaching Strategies, 2022).

The educational model for digital literacy of the elderly should be developed in the framework of personalized, cooperative, collaborative, and meaningful learning, which can provide them with the basic tools as a starting point and with a source of motivation so that they adopt ICT as part of their life. Likewise, this should be based on andragogy, taking into consideration the biological, psychological, and social characteristics typical of their age (Baltaci, 2021).

TeleGrow's research has shown the most important barriers to teaching digital skills to learners over 50 years of age, which trainers should take into consideration when designing an inclusive learning journey.

What are the most important barriers you have encountered in adult digital skills training?						
	France	Greece	Italy	Poland	Spain	Total
Lack of confidence	3,58	2,9	3,54	3,27	3,72	3,5
Lack of motivation	3,27	4	3,2	3,6	3,38	3,44
Time constraints	3,67	3,03	2,8	3,57	3,35	3,28
Lack of equipment	4	3,5	3,32	3,77	3,34	3,51
Negative attitudes towards the use of technology	3,82	2,7	3,54	3,33	3,41	3,39
Perception of irrelevance (lack of tangible benefits)	3,55	4,4	3,37	3,57	3,21	3,49
Financial constraints	3,67	3,6	2,83	3,37	2,83	3,12
Lack of basic digital literacy to learn effectively	4,03	2,8	3,88	3,53	3,71	3,64
Lack of support (from trainers, peers, family etc.)	3,88	3,07	3,78	3,47	3,47	3,53
Lack of suitable teaching courses (e.g. relevant syllabus & age friendly methodology)	4	3,73	3,68	3,5	3,43	3,61

TeleGrow Report 2021: Table 5.20:
Barriers to developing students over 50 digital skills by VET Providers' country

Finally, the trainer is a fundamental element in any teaching-learning process, especially in the case of adult learning, where it plays an essential role to achieve balance among the learners, the group, and their needs and maintaining or increasing their motivation, which is essential for training older adults (Baltaci, 2021).

Accessibility in education refers to the fact that all people can access training, regardless of their technical, cognitive, or physical abilities. It is up to trainers to design courses, activities, and materials, taking into consideration the main barriers of the learners.

The first barriers that should be considered regarding accessibility and online learning for learners over the age of 50 are those related to technology. So, we encourage you to think more broadly about the learning environment. As trainers, it is important to become aware of the need to promote universal accessibility through education. We can contribute to this by taking into account a series of basic requirements, for example in the creation of digital content. Tools such as Microsoft Word or Acrobat Reader have functionalities to check the accessibility of a text or a PDF document.

It is also important to know the existence of technological tools that allow conversions in format and content to more accessible ones, in line with their capabilities. For example, we can convert a textual document to an audio format or add a transcript to an audio file.

Below, we mention some tools focused on people with visual or hearing problems:

- Microsoft Lens: an application for Android and iOS that allows us to take a photo of any paper document that contains text or to select an image from our mobile and recognize the included text, read it out, and even export it as a Microsoft Word document or PDF.
- TalkBack: an Android screen reader.
- Talkie: a browser extension that allows you to select a text and pass it to voice.
- ListenAll: an application for Android and iOS that allows us to recognize the voice and convert it into text.
- IBM Watson Speech to Text: transcribes audio to text.

Chapter 4 – Practical Activities & Useful Tools

In this chapter, we offer you different activities that have been tested with the students to stimulate and practice different digital and soft skills.

Remember that each TeleGrow Digital Skills Training Module includes a chapter with hands-on activities that you can use to teach these digital skills.

We also recommend that you use the self-assessment activities included in TeleGrow Hub for each module to do a collective assessment activity.

Unit Title	A.1.1
Practical Activity Title	Transforming Negative Self-Talk
Aim of activity	<p>Negative self-talk is any inner dialogue that could be limiting your ability to believe in yourself and your own abilities to reach your potential.</p> <p>It is any thought that reduces you and your ability to make positive changes in your life or your confidence in your ability to do so.</p> <p>Negative self-talk is often rooted in low self-esteem. Learning to recognize what triggers it and how to reframe these thoughts positively could lead to boosting confidence. So, learners can work to replace them with more empowering thoughts following the process below.</p>
Description	<p>The process of transforming the negative into positive self-talk starts with dividing a sheet of paper into <u>three columns</u> as follows, starting from the middle one:</p> <ul style="list-style-type: none"> - <i>Middle column:</i> Here the learners should list the negative self-talk they find themselves using when it comes to their use of technology. - <i>Left column:</i> Here the learners should list what situations or thoughts trigger the negative self-talk included in the middle column. - <i>Right column:</i> Here the learners should list a positive self-talk statement that corresponds and responds to initial negative self-talk

	Ask the students to carry out the activity individually and then to share the results in pairs or in groups.
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Unit Title	A.1.2
Practical Activity Title	Identifying Hard & Soft Skills
Aim of activity	The labor market demands that workers have both hard and soft skills. The aim of this activity is to make trainees understand the difference between hard and soft skills, and reflect about their own skills.
Description	<ol style="list-style-type: none"> 1. Facilitate a definition of hard and soft skills: <ul style="list-style-type: none"> • Hard skills are quantifiable and teachable. They include the specific technical knowledge and abilities required for being successful when doing a job. • Soft skills are interpersonal or people skills. They are somewhat difficult to quantify and relate to someone's personality and ability to work with others. 2. Show some examples of hard and soft skills: <ul style="list-style-type: none"> • Hard SKILLS: Accounting, Administrative, Electrical, Engineering, Financial, Marketing Research, Mechanical, Medical Diagnosis, Translation, Transcription, Word Processing, etc. • Soft SKILLS: Listening, Negotiation, Nonverbal communication, Conflict management, Conflict resolution, Deal making, Meeting management, Mentoring, Motivating, Adaptability, Artistic aptitude, Creativity, etc. 3. Test your knowledge in pairs or in group by doing this activity: <ul style="list-style-type: none"> • Hard and Soft Skills Activity 1 (settlementatwork.org) 4. Reflect on your own skills: <ul style="list-style-type: none"> • Hard and Soft Skills Activity 2 (settlementatwork.org) - Make a list of your own hard and soft skills and write examples. - Select the soft skills that you feel are relevant to your work or the one you would like to do.

	<ul style="list-style-type: none"> - Share the results and enrich them with feedback from your pairs and the teacher.
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Unit Title	A.1.3
Practical Activity Title	Teleworking advantages
Aim of activity	Discuss with your students the advantages and disadvantages of Teleworking.
Description	<ol style="list-style-type: none"> 1. Introduce the concept of teleworking and some of the opportunities it offers: <ul style="list-style-type: none"> - Time-saving & improvement of time management - Reduction in time & money consumption - Positive influence on employees' life - Better concentration on work - Environmental protection opportunities 2. Exercise 1: Propose your students to write: <i>Suggestions to tell a friend or a colleague with doubts in teleworking. Which are the benefits in your opinion?</i> 3. Exercise 2: Propose your students to write: <i>Suggestions to design a paper-free strategy for your company/office and take profit from digital technologies.</i> 4. Exercise 3: Propose your students to calculate the money saved by teleworking using the website: https://www.confused.com/working-from-home-calculator 5. Exercise 4: Propose your students design their own office/work space for teleworking (sketch), share in pairs or in groups, and discuss creating an efficient work-from-home environment writing the conclusions.

Unit Title	A.2.1
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<p>Practical Activity Title</p>	<p>Test your digital skills</p>
<p>Aim of activity</p>	<p>The aim of this activity is to test the digital skills of your students and push them to establish a learning path to improve and be more employable.</p>
<p>Description</p>	<p>1. Start using menti.com to design a live poll to know your students' level on those skills.</p> <p>Digital skills: Information and data, communication, collaboration, digital content creation, online safety, digital problem solving.</p> <ul style="list-style-type: none"> - Indicate the level of importance of those digital skills. - What would you say is your level in these digital skills. <p>Soft skills: Digital problem solving, flexibility and agility, self and stress management, emotional control and well-being, self-empowerment, and learnability.</p> <ul style="list-style-type: none"> - Indicate the level of importance of those soft skills. - What would you say is your level in these soft skills. <p>Share the results with the group and discuss.</p> <p>2. Go deeper into the understanding of their own digital skills using the digital self-assessment tool:</p> <p>https://europa.eu/europass/digitalskills/screen/home</p> <p>This is a very useful tool to assess digital skills in a series of relevant competences (Information and data literacy, Communication and Collaboration, Digital content creation, Safety, and Problem-solving).</p> <p>This tool also provides the opportunity to record digital skills and to discover a relevant learning path, while making course suggestions for digital upskilling (Europass, 2022).</p> <p>Propose to share the results with their pairs or in groups, and discuss the learning path, for example using the TeleGrow Hub.</p>
<p>Unit Title</p>	<p>A.2.2</p>

Practical Activity Title	Customizing your digital learning path
Aim of activity	The aim of this activity is to co-create a digital learning path with the students according to their professional needs.
Description	<p>Introduce this framework to your students and use this template to guide them to design their digital learning path: Customized Learning Path Planning Tool for Teachers</p> <p>Where am I now...</p> <p style="padding-left: 40px;">Proficiency-Based Progress: (How might learners self-reflect on their learning outcome?)</p> <p>What I'm going to learn...</p> <p style="padding-left: 40px;">Personalized Learning Goal: (How could learners set a goal for the learning outcome?)</p> <p>How I'm going to learn it...</p> <p style="padding-left: 40px;">Customized Learning Path: (What learning opportunities or choices could the learners choose from?) <i>Consider Telegrow Hub as a useful resource to improve digital skills.</i></p> <p>How I'm going to show what I've learned...</p> <p style="padding-left: 40px;">Proficiency-Based Progress (How can learners have choices in how and when they show proficiency?) (Digital Promise, n.d.).</p>

Unit Title	A.2.3
Practical Activity Title	How to Choose the Right Computer <i>(For learning IT Basics concepts)</i>
Aim of activity	<p>Buying a computer is an important matter and it is not always easy. Technology advances very fast and we are concerned about making a good choice that meets our needs and does not become obsolete.</p> <p>During this activity, students will become familiar with the main components of a computer (hardware, software, and network components) and learn to establish criteria to select the best one for them.</p>

Description	<p>The task is to decide which is the optimal computer for a specific profile. To do this, they can work in groups. One of them will be the "client" looking for a computer, and the rest of the group will investigate among the options on the market to advise the "client" on the most suitable one. Follow this process:</p> <ol style="list-style-type: none"> 1. Specify your budget (be clear about how much you intend to invest and the margins you have) 2. Specify your needs: <ul style="list-style-type: none"> - type of computer: laptop or desktop - operating system: Windows or Mac - power and performance characteristics (CPU, RAM, graphics card, storage capacity, network capabilities) - brands 3. Look for computer offers and analyse their characteristics on the web. 4. Take decisions. Prepare a table with the main characteristics you want to consider in order to make a decision (microprocessor, RAM, graphics card, display, hard disk, network capabilities, price, etc.) and make a global assessment. <p>Finally, each group can present its needs and its choice and discuss them.</p>
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Tools & Supporting Teaching Material	<p>How to Choose a CPU Digital Trends: https://www.digitaltrends.com/computing/cpu-buying-guide/</p> <p>The best laptops to buy in 2022 Digital Trends: https://www.digitaltrends.com/computing/best-laptops/</p> <p>Computer brands websites: Dell, HP, Lenovo, Asus, Apple, etc.</p>
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Unit Title	A.3.1
Practical Activity Title	Creating a digital presentation

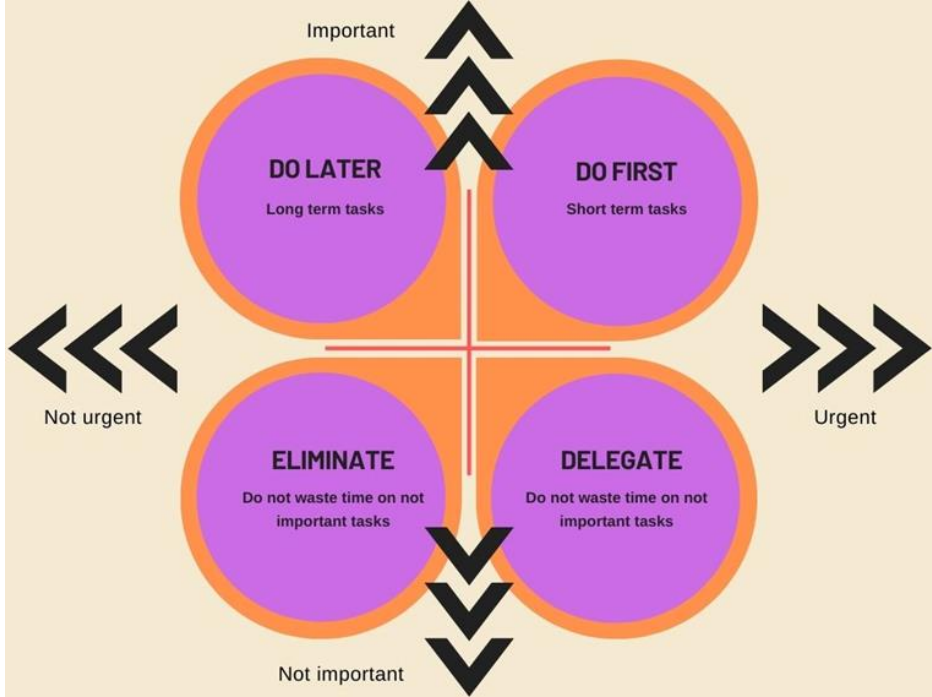
<p>Aim of activity</p>	<p>The aim of this activity is to create an attractive and efficient digital presentation using CANVA (www.canva.com) or a similar tool.</p>
<p>Description</p>	<p>Much of the information we exchange with other users, whether they are colleagues, customers or students, we convey through documents and multimedia content.</p> <p>The world is a huge resource of information and we bump into those pieces of information constantly. But what makes the difference in the way we choose to read a document or another? How do we catch the interest of our interlocutor?.</p> <p>The right answer is: with streamlined and nice contents. Appearance matters too, so we have to be sure to create useful contents that are also easy to read and pleasant.</p> <p>Create more interesting content, many tools have now been created equipped with functions that allow the creation of visually more interesting material.</p> <p>Introduce Canva (www.canva.com) or a similar tool that allows the creation of attractive presentations:</p> <ol style="list-style-type: none"> 1. Choose a topic and create groups to prepare a digital presentation using Canva (or the chosen tool). 2. Ask the groups to start creating a Line up: Before they start working on the digital presentation, they have to work on the ideas by creating a scheme or draft of the topics they need to cover and giving them an order of importance. 3. Ask the students to present their results to the class and give them assessment criteria to evaluate the presentation: <ul style="list-style-type: none"> - Streamlined: The presentation is short and concise. It condenses information into lists, short sentences, and charts. There shouldn't be long-word text. - Slides: It explains only one idea per slide. It breaks down the path into smaller steps making the work more efficient. - Alignment: Even graphically the elements must follow the pattern of reading. A used user reading from left to right might get confused if the elements are arranged in another way.

	<ul style="list-style-type: none"> - Font: It doesn't use too small and too articulated fonts. It is easy to read.
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Unit Title	A.4.1
Practical Activity Title	Creating a social media strategy in 9 steps
Aim of activity	<p>Social networks are essential channels for promoting a business communication strategy. They are used to develop a brand image, share values and create a community around the company. These platforms allow you to inform, attract and even diversify your audience.</p> <p>The aim of this activity is to create a social media strategy to power your work and manage your marketing.</p>
Description	<p>Contextualize the company needs and objectives and make the students follow this steps to create a social media strategy:</p> <ol style="list-style-type: none"> 1. Choose marketing objectives that are consistent with your business goals Step 1: Set SMART objectives Step 2: Track relevant metrics Step 3: Establish a cost per click to evaluate the success of your strategy 2. Learn everything there is to know about your audience Step 1: Identify information about your target customer Step 2: Analyse social media analytics 3. Learn about your competition Step 1: Create a competitive analysis of other initiatives Step 2: Practice social listening to follow your competitors online 4. Conduct an audit of your social media presence Step 1: Ask yourself <u>the following questions</u>: What is working or not? Who is interacting with you? Which networks does your target audience use? How does your social media presence compare to that of your competitors? Step 2: Identify potential fake accounts and report them

	<p>5. Set up your accounts and improve your profiles Step 1: Assign a mission to each network Step 2: Create your profile with relevant keywords and design</p> <p>6. Find inspiration Step 1: Analyse some case studies as sources of inspiration Step 2: Communicate directly with your target customers to understand their needs</p> <p>7. Create a social media content calendar Step 1: 1/3 of your content promotes your business, converts your readers and generates profit Step 2: 1/3 of your content shares insights and testimonials from leaders in your industry or companies that share your culture Step 3: 1/3 of your content is dedicated to personal interaction with your audience</p> <p>8. Create impactful content Step 1: Produce content that is both appropriate for the network and the purpose of the network Step 2: If you create videos, keep them short and straight to the point</p> <p>9. Track performance and adjust strategy accordingly Step 1: Do not hesitate to analyze your performance indicators once a week Step 2: If you decide to update your strategy, inform your eventual team or partners</p>
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Unit Title	A.5.1
Practical Activity Title	Improving my task and time management
Aim of activity	The aim of this activity is to learn how to use the Eisenhower Matrix to reflect on our daily activities and set priorities in our tasks as well as establish the degree of emergency.

<p>Description</p>	<p>Make an exercise with your students applying the Eisenhower matrix and share the results with the colleagues.</p> <ol style="list-style-type: none"> 1. Ask them to create the matrix on a piece of paper and write the name of the axis. 2. Ask them to create a list of all the tasks they have to do during this week. 3. Then complete the quadrants: DO LATER, DO FIRST, ELIMINATE, DELEGATE by placing the tasks.  <p>The diagram shows the Eisenhower matrix with four quadrants: DO LATER (Long term tasks) in the top-left, DO FIRST (Short term tasks) in the top-right, ELIMINATE (Do not waste time on not important tasks) in the bottom-left, and DELEGATE (Do not waste time on not important tasks) in the bottom-right. The vertical axis is labeled 'Important' at the top and 'Not important' at the bottom. The horizontal axis is labeled 'Not urgent' on the left and 'Urgent' on the right. Arrows point towards the center from each axis label.</p>
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<p>Unit Title</p>	<p>A.6.1</p>
<p>Practical Activity Title</p>	<p>Basic online safety advice</p>
<p>Aim of activity</p>	<p>The aim of this activity is to reflect about the online risks and threats and how to protect ourselves, creating a list of recommendations and tips.</p>

Description

The weakest link in a network is the user, so it is very important to have an active and preventive role against hackers and malicious software, strictly following the recommendations of companies and governments to stay safe. Starting by having a secure password and paying attention to the veracity of the email messages that reach us.

Give the students an scenario to work on basic safety advices to get protected against cybercriminals and for establishing a secure connection:

Suppose you have to give some advices to a colleague or a friend about how to stay safe in a digital environment. Prepare a list of recommendations.

4. TeleGrow LTTA & Testimonials

To put the training content developed under the TeleGrow project into the test, the partnership organised the TeleGrow Learning, Teaching and Training Activity, that was successfully held in Larissa, Greece between the 5th and the 9th of September 2022. During its implementation, the participants, who were staff members of the partner organizations, VET trainers, and VET trainees over the age of 50 years old, had the opportunity to exchange and gain new knowledge, improve their digital teleworking skills, be inspired to use digital tools to facilitate telework, and learn how to improve their well-being while teleworking. The training material was totally based on the content developed under the IO3: TeleGrow Training Modules and the IO4: TeleGrow Hub, and each partner was responsible for delivering a standalone training session according to their field of expertise.



The TeleGrow LTTA gave to participants the opportunity to express themselves about the training material by providing feedback and making suggestions that could lead to improvements not only to the project's results but also to the way the partner organisations provided the training.

Participants commented on the training content and activities and their bonding as a diverse group of people (VET learners' age ranged from the 40s to the 80s) In more detail:

Feedback on the training provided:

The participants were mostly satisfied with the didactic presentations delivered during the LTTA (*"Each presentation contained useful and interesting information about teleworking"*) and the activities conducted (*"The interactive aspects of asking questions or filling in the blanks added to positive pedagogical approaches"*). Moreover, they considered the training provided as an important learning experience for VET (*"In the course, we learned how to find new ideas and solutions related to VET education and distance work, as well as a space to get to know different cultural approaches in the European framework"*). Moreover, the vast majority of the participants felt motivated for future activities after the TeleGrow LTTA. The abovementioned testimonials evince the need for interactive aspects to be applied during the training as well as the importance of VET education in the ages of 50+.

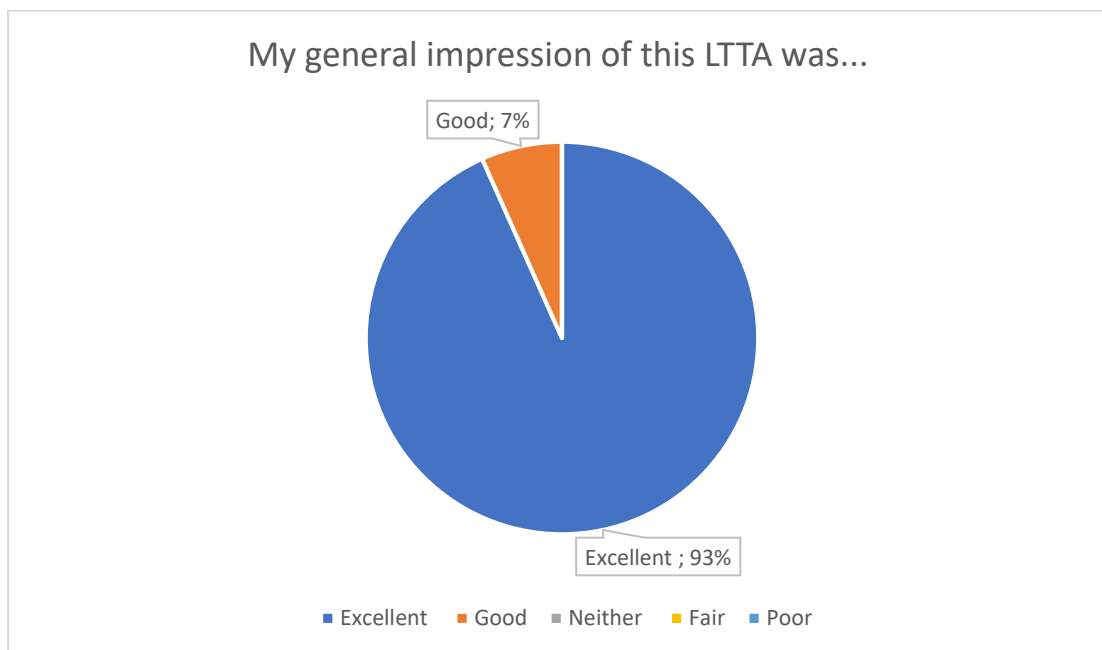
In addition to their feedback, the participants provided some suggestions to make the training provision more effective, which can be utilized not only by the TeleGrow partnership but in every training activity delivered transnationally. The suggestions aimed at improving the training provision in order for VET Trainers to enhance their training skills by creating more inclusive and diverse training sessions.

Suggestions for improvements in training provision:

The participants pointed out that some presentations have room for improvement in terms of fonts (*"There were some presentations where the font size was too small so that we attendees could barely read. We suggested that the power points should have*

a larger font size because it helps a lot to follow the understanding of the module”), display on the screen (“Another option would be to use a larger screen”), and general visibility (“...in some presentations, the content was too much read by the trainer when the power point should only be used as an aid to be explaining, so it can sometimes be a bit boring”). Those testimonials showcase the need of creating inclusive material in terms of readability but also in terms of preparation of the trainer. It is of vital importance that the trainer is effective, ready for the unexpected and passionate about teaching. Whether the training is delivered as an online or offline one, the success equally depends on the quality of the learning material, the understanding of the audience, the relevance to the training needs and to the trainers’ professionalism.

The general sense of LTTA organization and participation was very positive based on both the testimonials provided by the participants and the face-to-face interactions with them during the training sessions and the social events that took place.



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